Program Description/Textbook or Print Instructional Material

Vendor: The Learning Internet, Inc., DBA Learning.com Web Address: www.Learning.com

Title: EasyTech 3rd Edition

Authors: Barclay Burns PhD, (et al)

Copyright: 2003

ISBN: 0-9742594-3-8 Course/Content Area: Career & Technical Education

Intended Grade or Level: K – 8 Readability Level: Pre-K – 12

List Price: $12.00 per student per year Lowest Wholesale Price: $8.00 per student per year

All materials bid as of July 1, 2003 must be offered in an alternative format for students who require reading accommodations. A description of the levels of accommodation is included on p.8-9 of this bid packet. The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.

Level of Accommodations (Level One, Two or Three) Level three

If Level Two or Three, please provide rationale for not meeting Level One Compliance

The designers of EasyTech have attempted to incorporate design guidelines encompassed in Section 508, however, it is an ongoing process and EasyTech still has many 508 improvements in the pipeline. Currently, EasyTech has certain aspects of its design that are Section 508 compliant. EasyTech Integration Activities, in the form of open PDF documents are able to be read by current screen reader technology. Student with Low Vision can scale the screen to better fit the EasyTech images. All of the lessons are spoken by an actor. Electronic copies of the EasyTech scripts exist. The mouse is not required in most lessons.

FEATURES

DISCLAIMER: The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

Content

EasyTech is a comprehensive scope-and-sequenced technology integration system for grades K-8 that aligns with the International Society of Technology in Education's National Educational Technology Standards (ISTE's NETS). EasyTech also correlates to the performance goals of the Enhancing Education Through Technology (EETT) provision of the 2001 Federal No Child Left Behind Act by providing a systematic means of meeting students' learning needs with measurable technology-based instruction that reinforces academic content standards.

EasyTech was developed based on the science of learning instructional model that integrates technology with core curriculum through at least six levels of curriculum design. The following six levels are built into EasyTech's technology integration curriculum:

1. Content link to cognitive levels
2. Invitation to inquiry
3. Modeling and meaning-making
4. Learning activities
5. Feedback
6. Learning assessment

Moreover, EasyTech teaches technology application concepts and functions that are common to all brands of technology applications, and therefore not platform- or software-specific. This means that the skills students and teachers acquire are transferable to any brand of technology application a school may choose to use in core instruction.

EasyTech is delivered through a browser via the Internet, eliminating the need to install and maintain additional software, enabling authentic real-time tracking of student progress and assessment, and allowing for the product to continuously improve and adapt to changes in technology throughout the adoption contract period. EasyTech is delivered via the Internet in a self contained environment which does not link to external websites for content. EasyTech does not, nor ever will, involve any advertising on the site.

Student Experiences

Students experience EasyTech quite differently than teachers. Students either receive from their teacher a unique username and password, or a simplified classroom password with which students access the program. Once students have logged into the system, they see a personalized greeting and simplified user interface with only the lessons, activities, and practices that the teacher has selected for that particular class. [Note: Teachers may create several different classes within the EasyTech Management System, depending on the needs of their class.] Throughout the self-paced lesson, students receive regular audio and visual feedback messages that correspond to their performance. At the end of a lesson, students will see and hear additional feedback, will learn his or her score on that particular lesson, and will be given the opportunity to print out a personalized Certificate of Completion that includes information for parents to experience the same EasyTech lesson on a home computer as the student experienced at school. Data about the student's performance for that particular lesson will then be automatically captured and delivered to the teacher who can view this data in the Management System through a variety of reports.

Elements of EasyTech that the student experiences include:

1. Lessons – that are interactive and teach technology skills from basic computer functions and hardware to more complex software applications and programs. Delivered online, our lessons are designed so that students learn at their own pace, and are motivated through authentic assessment. Currently, EasyTech has 102 lessons; occasionally, new lessons are added in order to stay current with technology.

2. Practices – that help students build on technology skills through quick, repeated exercises. Delivered online, practices allow students more hands-on time to master a specific technology skill.

3. Discussions – that engage students in conversations about technology concepts (such as design principles, online ethics, and computer fundamentals) that are not easily assessed through tasks or projects. These discussions are teacher driven.

4. Activities – that help students extend technology skills into the classroom and core curriculum. Currently, we offer 117 activities that include lesson plans that guide teacher instruction, student activity pages for students to complete, models that show teachers and students what the completed

projects should look like, and rubrics for assessment. Student can print activity pages wherever they have access to a computer.

EasyTech Technology Lessons are self-paced, and require between 8-15 minutes per lesson. EasyTech Integration Activities are teacher led, and built to be completed in a standard class period, but are flexible to accommodate any amount of class time. EasyTech Practices average 12 minutes in length, while EasyTech Discussion Lessons average 30 minutes. EasyTech is designed to help all educators integrate technology into core curriculum learning by allowing for differentiated instruction based on student need.

Assessment

One of the key advantages of EasyTech's online delivery method is that it allows for authentic assessment of student progress in real time, regardless of where the student is located while using EasyTech—in a classroom, computer lab, library, or on a home computer. Using EasyTech's Management System, the teacher can review reports that show in real time student progress: raw scores, time-on-task, percentage correct, dates of the lesson or practice, and overall class scores. These reports are automatically generated and are intended to help educators assess student progress and aptitude in order to plan and assign lessons that use appropriate technology calibrated to the needs of the students in the class. Teacher-led Integration Activities provide another means for teachers to assess students' grasp of the technology skills.

Organization

EasyTech is consists of three main components: The Curriculum, the Management System, and Staff Development and Support.

1 **Technology Integration Curriculum** – EasyTech's Technology Integration Curriculum is a comprehensive program for grades K-8 that reinforces core curriculum in the areas of language arts, math, and social studies. It includes online interactive Lessons and Practices for the learning and building of technology skills, and offline Discussions and Integration Activities for further extending technology skills into the classroom.

L Lessons are interactive and teach technology skills from basic computer functions and hardware to more complex software applications and programs. Delivered online, lessons are designed so that students learn at their own pace, and are motivated through immediate feedback.

P Practices help students build on technology skills through quick, repeated exercises. Delivered online, practices allow students more hands-on time to master a specific technology skill.

D Discussions engage students in conversations about technology concepts (such as design principles, online ethics, and computer fundamentals) that are not easily assessed through tasks or projects. Each discussion includes a lesson plan that guides teacher instruction, and a list of key points that should be included about the topic.

A Activities help teachers extend technology skills into the classroom. Activities include lesson plans that guide teacher instruction, student activity pages for students to complete, models that show teachers and students what the completed projects should look like, and rubrics for assessment. Student can print activity pages wherever they have access to a computer.

2 **Management System**– EasyTech's Management System is intended to support EasyTech instruction, helping educators manage classes, assign appropriate lessons, and track student progress. The EasyTech Management System includes the following features:

- **Classroom Management Tools** – This feature gives teachers the ability to manage classes,

assign appropriate lessons, and track student progress

- **Reports** – which allow for assessment and accountability. The types of reports included are lesson reports, individual student and classroom reports.

- **Class, Lesson, and Individual Student Reports** – These real-time reports capture student technology skills progress, as well as raw scores, time-on-task, percentage correct, and overall scores. The reports are intended to help educators assess student progress and aptitude in order to plan lessons that use appropriate technology.

- **Grade by Grade Guide** – This online Teacher's Edition includes such things as an EasyTech Overview, a Curriculum Position (intended to give the educator a general sense of students' technology aptitude for a particular grade level), Assessment Tools, Teacher Tips, and a Glossary of technology terms.

- **Curriculum View** – This feature allows educators to sort EasyTech curriculum by grade, type (i.e., Lessons, Practices, Discussions, or Activities), specific technology tool (such as spreadsheet software), or technology standard.

- **EasyTech Coordinator** – This optional administrative functionality allows a designated administrator to manage school-wide accounts, generate real-time reports on individual classes and students, and help educators more effectively monitor and assess their investment in technology education.

3 **Staff Development and Support –** EasyTech's Staff Development is intended to ensure successful learning experiences, improve teaching practice, and bolster student academic performance. In addition, Learning.com offers free, unlimited phone and email support and training, as well as online resources to help educators implement EasyTech successfully.

Resource Materials

Gratis Items To Be Provided And Under What Conditions

Available Ancillary Materials

Each teacher using EasyTech will receive the following at no cost:

1. Unlimited support and training via phone (800 number) and email
2. Free support documents (may be viewed online or in available in a printable format)
   - Getting Started Guide
   - Family Resources (English and Spanish)
   - EasyTech Technology Standards
   - Computer Lab Pack
3. Online or printed Teacher's Edition
4. Anytime/anywhere access for student, parents, teachers, and administrators
5. Computer compatibility self check (see note)
6. Access to all listed required software
7. State-specific documents and website
8. Free automatic updates of all components
9. Quarterly newsletter

Note: EasyTech works on computers that have a minimum of:
1. Internet connection (56k Modem or better)
2. Browser:
   - Internet Explorer 5.0 or later
   - Netscape 4.7 or later

- JavaScript enabled

3. Computer memory: at least 32 MB RAM
4. Macromedia Flash™ plug-in, version 5.0 or better (available at no cost from Macromedia.com)
5. Adobe Acrobat™ reader, version 4 or better (available at no cost from Adobe.com)
6. Speakers or headphones

RESEARCH DATA AND EVIDENCE OF EFFECTIVENESS

DISCLAIMER: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, nor the Kentucky Department of Education.

NOTE: *Please complete this section by indicating the research data and evidence of effectiveness or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate* ***"not available"*** *in the space.*

EasyTech[tm] – Sponsored Research Efforts

Becker, Jonathan D. (2002). *Independent Documentation of EasyTech in the Jefferson County (KY) Public Schools.* New York, NY: Interactive, Inc.

Excerpt: "There is good evidence to suggest that students [in the two elementary schools in the study] increased their technological proficiency by experiencing [a 5-10 Lesson selection] of Learning.com's EasyTech program." [p. 13]

Excerpt: 89-93% of 162 students reported that EasyTech "was fun to use, helped them learn to use computers, and would like to use EasyTech again." [p. 13]

Institute for the Advancement of Research in Education (IARE) at AEL (due 2004). Working title: *A* Tech-Integrated Curriculum*: Review of Scientifically-based Research and an Exploration of the Link to Student Achievement.* Charleston, WV: AEL.

Comment: Learning.com has engaged AEL to conduct an extensive review of the literature defining 'technology-integrated curriculum' and its relationship with student achievement.

Meyer, Jeff. (2003). *Spring Employee Survey.* Austin, TX: Austin Independent School District, Office of Instructional Technology.

Comment: Two-hundred Austin ISD Elementary teachers were surveyed at the end of the 2002/'03 school year on instructional technology resources available to them. Of the 133 teachers reporting knowledge of and/or experience with Learning.com, 94% agree or strongly agree that EasyTech is "a useful resource for teaching students technology skills."

Also, Learning.com is in the early stages of a study conducted by University of South Alabama's College of Education and involving thirty schools (1,000 teachers from grades 3-8) within Mobile (AL) County Public Schools. The study will use pre-/post-test to explore teacher access and orientation to computing technologies, their attitudes and comfort levels with technology, and their perceived impact of technology. It will also track teachers' ability to incorporate technology into their lesson plans and daily instruction. The controlling factor is each teacher's self-reported exposure to EasyTech.

EasyTech[tm] – Annotated Bibliography

Green, C. et al. (1998). *The Idaho Technology Initiative: An accountability report to the Idaho legislature on the effects of monies spent through the Idaho Council for Technology in Learning:* The Idaho State Division of Vocational Education, State Department of Education, Bureau of Technology Services. www.sde.state.id.us/bots/default.htm

Comment: This study validates the positive impact of technology on learning outcomes as measured by the Iowa Test of Basic Skills (ITBS) and the Test of Achievement and Proficiency (TAP). The study compared test results of 26,122 students from 1994 to 1998. The use of technology was significantly related to gains in student achievement as measured by these standardized tests.

One of the challenges faced by the study was acquiring student data on usage and knowledge of

technology. Learning.com's EasyTech[tm] curriculum is served within a management system that assesses student skills and tracks their usage, thus providing educators a mechanism to address these challenges. This student data is suited to the needs of research studies exploring the relationship between technology usage and student achievement. Lastly, the technology factor most closely linked to student performance measured by the ITBS and TAP was the student's ability to select software applications for a particular task or project. EasyTech, as an embedded technology curriculum, is designed to ensure students are able to apply software applications and related technology concepts to problems and projects assigned within core curriculum.

Mann, D., et al. (1998). *West Virginia Story: Achievement gains from a statewide comprehensive instructional technology program*. Santa Monica, CA: Milken Exchange on Educational Technology. Retrieved October 2003 at: http://www.mff.org/pubs/ME155.pdf

National Council of Teachers of English and International Reading Association. (1996). *Standards for the English Language Arts.* Urbana, IL.: National Council of Teachers of English. Newark, DE.: International Reading Association.

Comment: Standard 8 of the Standards for the English Language Arts, a project of NCTE and IRA, states: "Students use a variety of technological and informational resources (e.g., print and non-print texts, artifacts, people) to gather and synthesize information and to create and communicate knowledge" (p. 39). Via case-study, the text of Standard 8 illustrates the value of technology in engaging students, helping them to represent themselves and relate to other cultures (p. 40).

The primary concern expressed in the Standard was the inequality of access for students to become technologically literate (p. 41). The EasyTech curriculum is designed such that all students are assured of acquiring the skills necessary for success with respect to the National Standards for the English Language Arts.

National Council of Teachers of Mathematics (2000). The Technology Principle. *Principles and Standards for School Mathematics*. Reston, Va.: National Council of Teachers of Mathematics.

Comment: Page 25 asserts that research supports the importance of technology for the mastery of mathematics: "Students can learn more mathematics more deeply with the appropriate use of technology...In mathematics-instruction programs, technology should be used widely and responsibly, with the goal of enriching students' learning of mathematics."
Given technology's stated role in supporting math concepts, educators have the challenge of creating equitable access to appropriate tools in the context of a rich instructional environment. EasyTech facilitates the incorporation of appropriate technology in math instruction and so supports an integrated curriculum.

Repenning, A., Ioannidou, A., & Phillips, J. (1999). *Collaborative Use & Design of Interactive Simulations.* University of Colorado, Center for Lifelong Learning & Design. Retrieved October 2003 at: www.cs.colorado.edu/~ralex/papers/PDF/CSCL99.pdf

Excerpt: Interactive simulations are gaining momentum in education. A recent and highly publicized ETS study [Wenglinsky 1998] concluded that drill-and-practice technology has turned out to be largely ineffective, and that simulation technology based on constructivist learning principles [Yager 1995] provides measurable learning advantages.

Ringstaff, C. and Kelley, L. (2002). *The Learning Return on Our Technology Investment: A review of findings from research.* WestED RTEC. Retrieved October 2003 at: http://rtecexchange.edgateway.net/learningreturn.pdf

Excerpt: In addition to these longitudinal studies, a variety of meta-analyses conducted between 1985 and 2000 on the impact of CBI, CAI, ILS, drill-and-practice software, and computer tutorials on student achievement report that students using computers had

higher test scores, typically as measured on standardized achievement tests.

Solomon, G. (2002). *Digital Equity: It's not just about access anymore.* Technology and Learning. April 2002, 22, 9, pp. 18-26.

Wenglinsky, H. (1998). *Does it compute? The relationship between technology and student achievement in mathematics.* Princeton, NJ: Educational Testing Service. Retrieved October 2003 at: http://ftp.ets.org/pub/res/technolog.pdf

Group V - Career/Technical
Vocational/Practical Living Education
Instructional Materials Evaluation Tool
Technology Education

Title: Easy Tech 3rd Edition	
Publisher: Learning.com	
Item Evaluated: online software	
Copyright Date: 2003	**Evaluator: Scott Horan**
Content Level: P-12	**Date of Evaluation 7/31/03**

Level of Alternative Format	Level 1 – Full Compliance	Level 2 – Provisional Compliance	Level 3 – Marginal Compliance

This section completed by Exceptional Children Services

Overall Strengths and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions . They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 28-Aug. 1, 2003. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:
X Recommended by reviewers to State Textbook Commission
☐ Not recommended by reviewers to State Textbook Commission

Publisher's Explanation of Reviewer's Comments: By action of the State Textbook Commission, publishers are provided limited space, 150 words, to respond to what they may consider factual errors made by the reviewers in the evaluation.

Group V - Career/Technical
Vocational/Practical Living Education
Instructional Materials Evaluation Tool
Technology Education

Title: Easy Tech 3rd Edition	**Publisher Learning.com**

Technology Management Summary Data:	20 possible points	____14_____ points earned
Technology Management Comments:		
Technology Presentation/Interface Summary Data:	40 possible points	____38_____ points earned
Technology Presentation/Interface Comments:		
Content Summary Data:	20 possible points	____18_____ points earned
Content Comments:		
Instruction & Management Summary Data	52 possible points	____44_____points earned
Instruction & Management Comments:		
Organization & Structure Summary Data	36 possible points	____31_____ points earned
Organization & Structure Comments:		
Resource Material Summary Data	40 possible points	____34_____points earned
Resource Material Comments:		

Group V - Career /Technical & Vocational/Practical Living
Electronic Instructional Media Review Form
Stand Alone/Independent or Integrated Software for Technology Education

Equipment (circle or change fill color)
Windows
Macintosh
CD-ROM
DVD
Sound
Other

If other, explain

Grade Level (circle or change fill color**)**
Primary
Intermediate
Middle
High

Audience (circle or change fill color)
Individual
Small Group
Large Group

Format (circle or change fill color)
Stand Alone/Independent
Integrated
Supplemental
In lieu of basal test

Cost $8.00_per student per year_____	
_____single copy	_____site license
_____network version	_____school version
____lab pack of ___ copies	___X____online

Type of Software: Check all that apply	_____Simulation	__x__Management	_____Interdisciplinary	_____Problem Solving	_x___Tutorial
_____Exploratory	_____Creativity	__x__Drill and Practice	_____Critical Thinking	_____Utility	_____Other:

Rating Scale:	3—Some of the time	1—None of the time
4—All or the time	2—Minimally	0— Not applicable

Management	Rating
Allows customizing for individual learning needs.	4
Allows students to exit and resume at a later time.	0
Keeps a students performance record, where needed.	3
Allows control of various aspects of the software (e.g., turning sound off).	3
Allows for printed reports.	4
Comments:	**Total 14**

Presentation/Interface	**Rating**
Presents material in an organized manner.	4
Has consistent, easy-to-use, on-screen instructions.	4
Has developmentally correct presentation format.	4
Adapts to different learning environments (learning styles/multiple intelligences, etc.)	3
Accessible for special needs students.	3
Runs smoothly, without long delays.	4
Presents easy-to-view text and graphics.	4
Presents easy-to-hear and understand sounds.	4
Avoids unnecessary screens, sounds, and graphics.	4
Provides immediate, appropriate feedback.	**4**
Comments: Cane be used to teach, review or for individual work. Students can progress at their own rate. Teachers can assign lessons that fit into their curriculum and planns	**Total 38**

Content—Technology Education	Rating
Nature of Technology	4
Technology and Society	3
Design	4
Abilities for a Technological World	3
The Design World	4
Comments: Activities seem to be geared more to lower levels than to high school. There are no intervention or reteacheing components.	**Total 18**

Rating Scale:	2—Minimally
4—All or the time	1—None of the time
3—Some of the time	0— Not applicable

Instruction and Assessment	Rating
Identifies a Sense of Purpose	4
Builds on Student Ideals	4
Engages Students	4
Develops Technology Ideas	4
Promotes Student Thinking	4
Assesses Student Progress	4
Enhances The Learning Environment	4
Reading level is appropriate for interest and ability level of intended student group; level remains consistent throughout.	4
Commonwealth Accountability Testing System (CATS) "like" Assessment is provided	2
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	2
Includes activities and opportunities for integration of technology.	3
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	3
Differentiation techniques and activities suggested.	2
Comments:	**Total 44**

Rating Scale:	3 – Some potential for learning	1 - Not present
4 – High potential for learning	2 – Little potential for learning	0 – Not applicable

Organization and Structure	Rating
Organization is logical and allows for spiraling of content.	4
Vocabulary and key terms are clearly defined and easily accessible within each lesson.	4
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related.	4
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	4
Legible type, length of lines, spacing, and page layout and width of margins contribute to overall appearance and use.	4
Student materials seem durable and conducive to daily use.	4
Includes sufficient glossary, index and appendices.	0
Employs accurate grammar and spelling	4
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	3
Comments:	**Total 31**

Resource Materials	**Rating**
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated)	3
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	2
Extension activities including adaptations and accommodations for students with special needs.	2
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/technology and references (e.g. solution manuals, study guides)	3
Suggestions are made for integration of themes and /or interdisciplinary instruction.	2
Integration opportunities suggested and examples given.	3
Teacher resources are available online.	4
Online resources available – Repeat of information in text.	0
Online resources available – Practice skills only.	0
Online resources available – New application materials.	0
Comments:	**Total 34**

Rating Scale:	2—Minimally
4—All or the time	1—None of the time
3—Some of the time	0— Not applicable